DOCUMENT RESUME

ED 045 063 JC 700 262

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TITLE The Articulation of Curricula Between Two and Four-Year Colleges and Universities.
INSTITUTION Florida Univ., Gainesville. Inst. of Higher Education.
PUB DATE Sep 70
NOTE 56p.

EDRS PRICE EDRS Price MF-$0.25 HC-$2.90
DESCRIPTORS *Advanced Placement, *Articulation (Program), *General Education, *Junior Colleges, State Departments of Education, *Transfer Policy

ABSTRACT

Because Florida has an eight-year lead on Illinois in the coordination and articulation of curricula between the public junior colleges and universities, some of the curricular problems encountered by Florida educational planners are presented in this resource paper, with recommendations for the Illinois Junior College Board. Following a summary of the legal basis for curriculum coordination and articulation, the author suggests, as a first step, uniform general education requirements among all institutions of higher education. Using Florida as an example, general education requirements for several junior colleges in that state and admission requirements for two Florida universities that offer only upper-division courses are outlined. Advanced placement and transfer policies are also discussed. Chapters 3 and 4 discuss the basis for state planning and junior college research. A chapter on articulation by subject area is also included. The final chapter summarizes progress in articulation programs in both Florida and Illinois. The ten recommendations resulting from this study are listed. They include suggestions for various on-going discussion groups among junior college representatives and for uniform policies regarding general education requirements, transfer programs, and advanced placement programs. (RC)

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University of Florida
Institute of Higher Education

Topical Paper

W. K. Kellogg Series

September, 1970

THE ARTICULATION OF CURRICULA BETWEEN TWO AND FOUR-YEAR COLLEGES AND UNIVERSITIES

by
G. Robert Darnes

With Special Reference to Illinois

JC 700 262

UNIVERSITY OF CALIF.
LOS ANGELES

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INFORMATION

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PREFACE

The Illinois Junior College Board and its staff has as one of its major responsibilities the coordination and articulation of curricula between the public junior colleges and universities. In addition, close cooperation is maintained with the private sector of higher education. With thirty-seven public junior colleges, having forty-seven major attendance centers and a 1969-70 enrollment of almost 148,000 students, articulation requires careful planning and study.

Since the State of Florida has passed its Public Junior College Act in 1957, eight years prior to the passage of the Illinois Public Junior College Act in 1965, and because two new senior institutions are now in operation in the State of Florida as compared to two in the planning stages in the State of Illinois, it was assumed that the State of Florida had encountered curriculum problems and had developed solutions more extensively than had the State of Illinois. Appreciation is extended to the Kellogg Foundation, the Institute of Higher Education at the University of Florida, and the Department of Higher Education at Florida State University for making this study possible. It is planned that this paper will stimulate both thought and discussion and that it will contribute to the articulation effort within the State of Illinois.

The writer is especially indebted to the members of the Illinois Junior College Board and Gerald W. Smith, Executive Secretary, for making possible released time to complete this study. The help and cooperation received from Dr. James L. Wattenbarger, University of Florida and Dr. Raymond E. Schultz, Florida State University, has been most valuable.

Ten recommendations are made as a result of this study. It is hoped that they will be of value to the respective boards in the State of Illinois as well as to both junior and senior colleges.

G. Robert Darnes
Associate Secretary
Illinois Junior College Board

THE ARTICULATION OF CURRICULA BETWEEN TWO AND FOUR-YEAR COLLEGES AND UNIVERSITIES

CHAPTER I

INTRODUCTION

In 1961 the General Assembly of the State of Illinois established the present Illinois Board of Higher Education as a permanent coordinating planning agency. The establishment of the Illinois Board of Higher Education was a result of several study commissions created by the General Assembly. The statute establishing the Board specifically required the preparation of a "master plan" for higher education in Illinois taking into account the various roles to be performed by public universities, two-year colleges, and other educational enterprises both public and private. With certain modifications the plan was submitted to the General Assembly in 1965 and adopted.

One of the laws enacted as a result of the recommendations of Phase I of the Illinois Master Plan was the passage of the Illinois Junior College Act. This Act was passed by the General Assembly in 1965 and made specific recommendations to articulation between a statewide junior college system and other institutions of higher education within the State of Illinois.

A major feature of the Master Plan was "to emphasize the development of colleges and universities to serve commuter students." Another feature of the Master Plan was to "place two-year colleges clearly in the realm of higher education, provide them with a State Board for planning and coordination, and to provide sharp increases in state support for those meeting established standards." The Master Plan, in addition to recommending a statewide system of junior colleges, also made recommendations for new senior institutions. These institutions would include the upper division or the junior and senior years of the baccalaureate degree together with master's degree programs.

By legislative action the State of Illinois has now appropriated funds and will be opening two new universities. Sangamon State University, located in Springfield, Illinois, will open in the fall of 1970; while Governors State University, located in Southwest Cook County in the Greater Chicago Area, plans to open in the fall of 1971. Both of these new senior institutions will begin with the junior year and proceed through the master's degree. According to the Master Plan, these new colleges should be designed as a "capstone" for junior college programs and would be directed basically to junior college transfer students.

Phase II of the Master Plan stated:

> It recommends planning for additional senior commuter institutions which, to the extent feasible, would be

> developed to offer programs initially for junior, senior and first-year graduate students. These institutions would complement the rapidly expanding junior college system and provide minimal competition to the nonpublic colleges and universities.[1]

The Illinois Public Junior College Act charges the Illinois Junior College Board and its staff to work at articulation procedures. Section 102-11 of the Act reads:

> 102-11. Development of articulation procedures. § 2-11. The State Board in cooperation with the four-year colleges is empowered to develop articulation procedures to the end that maximum freedom of transfer among junior colleges and between junior colleges and degree-granting institutions be available, and consistent with minimum admission policies established by the Board of Higher Education.[2]

Based upon this brief description of the legal aspects of the system of higher education in the State of Illinois, one can understand why the staff of the Illinois Junior College Board was anxious to make sure that it performed its duties to the fullest extent in cooperating and assisting with junior college transfer students and their smooth transfer to both existing and new senior institutions.

The State of Florida had opened two of these new and distinctive universitites under similar design and planning. Reference is made specifically to Florida Atlantic University at Boca Raton and her sister institution, the University of West Florida, which is located in Pensacola. It was the belief of this writer that the office of the Illinois Junior College Board had not only a great and unusual opportunity, but also a responsibility to serve as a resource agency in helping to identify the "mythical" curriculum on which the two new senior institutions could base the upper division work.

In examining the new developments in higher education throughout the United States, it readily became apparent that the founding of these two new senior institutions in the State of Florida more nearly resembled future developments in the State of Illinois than any other state plans examined. It was also assumed that the State of Florida had encountered problems, many of which would be similar to those to be encountered in Illinois, and the solutions developed in that state could be of value to both junior college personnel and to those who are planning the new emerging senior institutions in Illinois.

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[1] A Master Plan-Phase II for Higher Education in Illinois, Pub., Illinois Board of Higher Education, December, 1966, p. 9.
[2] Illinois Public Junior College Act.

It was upon these assumptions that the application for a Kellogg Grant was made and permission secured to make this study and to develop this resource paper. Although no formal format of the study was required, it was agreed that the writer would visit the state of Florida and the time would be spent somewhat as follows:

A. One week in consultation with university faculty and staff members in both university and state offices.
B. One week visiting Florida Atlantic University and three junior colleges in the area that would normally transfer the greatest number of students to this institution.
C. One week visiting the University of West Florida and three junior colleges in the area that would normally transfer a large number of students to this institution.
D. Conferences in the office of the State Department of Education to collect data and interview staff members.

This schedule of visitations was followed. Individuals with whom extensive interviews were conducted at the University of Florida included: James L. Wattenbarger, Director of the Institute of Higher Education, who is serving as Co-Program Director of this study; Michael I. Schafer, Associate Director, Florida Community Junior College Inter-institutional Research Council; Dayton Y. Roberts, Assistant Director of the Institute of Higher Education; and Ralph Page, Assistant Dean of Academic Affairs. Last school year Dean Page was assigned the responsibility of serving as chief coordinating officer between the University of Florida and public junior colleges within the state.

At Florida Atlantic University, Jack C. Guistwhite, Director of Inter-Institutional Relations for the university and to whom the responsibility of working with junior colleges has been assigned, was ill; however a lengthy telephone conversation was held with him. Others interviewed at Florida Atlantic University included Robert L. Froemke, Dean of the College of Business and Public Administration; Carl W. Knox, Vice President of Student Affairs; Robert J. Huckshorn, Chairman of Political Science and Chairman of the University Curriculum Committee; Robert M. Koser, Jr., Director of Admissions and Registrar; and Eugene N. Crabb, Chairman of the Department of Fine Arts.

Palm Beach Junior College, Miami-Dade Junior College South Campus, and Edison Junior College were selected for campus interviews because of their location and number of students transferring to Florida Atlantic University.

Those interviewed at Palm Beach Junior College included Harold C. Manor, President; Paul W. Graham, Dean of Instruction, as well as several members of the staff which were interviewed as a group.

At the South Campus, Peter Masiko, Jr., President, was very generous with his time and had scheduled interviews with staff members that included William F. Shaw, Dean of Academic Affairs-South Campus; Thomas J. McElligott, Coordinator of Academic Advisement; and Gustave G. Wenzel, Director of

Institutional Research. Miami-Dade Junior College is a large institution consisting of two major campuses. Needless to say, one day did not allow sufficient time for many in-depth conferences at both South and North campuses.

The Edison Junior College is located on the west coast of Florida in the Fort Myers vicinity. In addition to interviewing David G. Robinson, President, conferences were held with Max C. Rieves, Dean of Student Affairs, and H. J. Burnette, Vice President and Dean of Academic Affairs.

Timothy Drieder, Assistant to Vice President for Academic Affairs at the University of West Florida, had arranged a very productive schedule of visitations on that campus. Those interviewed included Kenneth L. Curtis, Vice President for Student Affairs; Phillip R. Campbell, Director of Academic Services; Samuel D. Harris, Jr., Acting Chairman of the Faculty of Professional Education; Richard C. Einbecker, Acting Chairman - Faculty and Management; R. K. Birdwhistell, Chairman of the Department of Chemistry; H. T. Martin, Jr., Provost of Omega College; and Hobdy Perkins, Acting Chairman of Vocational-Technical Education.

Individuals interviewed at Pensacola Junior College included T. Felton Harrison, President; C. Noojin Walker, Dean of Academic Affairs; and Hiram Smith, Jr., Director of Research.

Interviews at Gulf Coast Junior College included J. Earl Cochran, Dean of Academic Affairs; Richard E. Morley, President; and other members of the staff.

At Chipola Junior College, G. W. Allen, Jr., Dean of the College, was the only person available for discussions.

Several conferences were held with R. E. Schultz, Department of Higher Education at Florida State University. Doctor Schultz had made arrangements for meetings with individuals in the Department of Education and the Florida Board of Regents system. Interviews were held with William Scheuerele, Coordinator for Humanities and Fine Arts and Sam E. Moorer, State Coordinator for Teacher Education in Continuing Education. A lengthy interview was held with Lee G. Henderson, Director of the Division of Community Colleges in the Department of Education, who had served as the Assistant Director of the Planning Committee for Florida Atlantic University in 1963-64. Marshall W. Hamilton, President of North Florida Junior College, was in the office and participated in the meeting. Appreciation is extended to Mrs. Constance C. Bergqurst, Librarian for the Board of Regents, who was so generous in providing copies of State Bulletins.

Every individual interviewed was most courteous, interested in the State of Illinois, and seemed to be as helpful as possible. Each volunteered to furnish any additional materials needed as a follow-up to the study.

After developing a preliminary draft of the study, the writer made a return visit to Florida to prepare the final copy.

CHAPTER II

ARTICULATION - GENERAL EDUCATION AND TRANSFER POLICIES

After the passage of its Junior College Act, the State of Florida immediately recognized the need to emphasize and to conduct research related to articulation. In this respect, Florida probably made a more timely judgment than did Illinois. Quoting from Florida Public Junior Colleges, a bulletin published by the State Department of Education in 1967:

> One of the most important recommendations evolving from the studies of post-high-school education which were conducted in Florida during 1954-57 was the one which emphasized the need for articulation. Florida is in a unique position in respect to the opportunity for effective coordination of all levels of education in the public system. The State Board of Education under the Constitution and supplemented by the Statutes, is charged with the responsibility to coordinate all levels of education. The Board of Regents which operates the university system, the State Junior College Board which coordinates the junior colleges, the County Boards of Public Instruction which operate grades K-12 programs as well as the junior colleges, and the other educational agencies such as the Educational Television Commission, all are responsible to the State Board of Education.

It was most appropriate, therefore, for the State Board of Education to appoint a special committee for articulation activities. This committee was first appointed in July, 1957, with seven members representative of the high schools, the junior colleges, the universities, the Board of Regents staff, and the State Department of Education staff. The committee was reorganized in January, 1966 with sixteen members, recognizing the increase in numbers and variety of institutions which have developed in Florida.

Originally, the State Board of Education authorized the establishment of this committee with the following objectives:

1. To develop more effective articulation of public educational programs in secondary schools, community junior colleges, and state universities, and
2. To develop more effective programs to meet the needs of Florida for education.

In order to accomplish these ends, the Professional Committee was authorized to:

1. Identify problems of articulation of public educational programs;

2. Establish special "task committees" of professional personnel, with lay participation where desirable, to study and make recommendations concerning problems of articulation;

3. Identify program areas or phases of educational operations that have implications for secondary education, community junior colleges, and the State university system which need to be evaluated;

4. Establish "task committees" of professional personnel, with lay participation where desirable, to undertake evaluations and to make such recommendations as will improve the matters under study;

5. Consider and follow up on findings and recommendations from the study groups; and

6. Present to the State Board of Education recommendations concerning all matters relating to articulation.

The committee also was authorized by the State Board of Education to seek for funds from foundations or other sources to support projects which it wishes to carry on. This authority has not yet been used except in reference to state agencies, although proposals for foundation grants have been discussed upon a number of occasions.[1]

James L. Wattenbarger served as chairman of this committee. (Appendix I, Professional Committee). As a result of their recommendations, Florida established several policy statements.

a. General Education is an important part of each college student's program of studies. A policy statement has been developed and accepted which fosters institutional integrity at the same time that it encourages smooth transfer of students from one institution to another. This policy now has been in effect for more than seven years.

b. Advanced Placement or encouragement to outstanding high school students long has been a concern of the faculties of all institutions. A policy has been developed and is accepted by the majority of Florida's colleges which will enable capable students to move ahead in their education.

c. Transfer Policies which permit students to move from one level of educational accomplishment to another without undue road-blocks are essential. A policy

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[1] Florida Public Junior Colleges, Tallahassee; Florida State Department of Education, 1967, pp. 37-38.

> statement concerning transfer has been developed and approved by the committee.[1]

Although it is difficult to develop a definition of general education which is acceptable to everyone, the Illinois Junior College Board in its Standards and Criteria for the Evaluation and Recognition of Public Junior Colleges, accepted the following:

> GENERAL EDUCATION - Any organized curriculum should include a core of general education courses within either baccalaureate or occupation oriented curricula designed to contribute to the liberal education of each student. The number and content of said courses may vary according to the curriculum in which the student is enrolled.

Shortly after the passage of the Illinois Junior College Act, at state professional meetings, discussion was given to several of these topics. It must be remembered that Jerome M. Sachs, then Dean of Chicago Teachers College North and now President of Northeastern State College, made a proposal that junior college graduates be admitted to all senior institutions, given junior standing with all credits acceptable. This suggestion was only mildly received and was never studied for possible implementation. Following several meetings of this type, the Illinois Council on Articulation was formed.

The concern for the problems encountered by students transferring from one institution to another began to assume major proportions when the results of the Knoell-Medsker Study on the success of junior college transfer students were released. In the spring of 1965, Dorothy Knoell attended a conference at the University of Illinois at which were involved representatives of the Illinois institutions participating in a study of these problems.

A recommendation from that group was forwarded to the Illinois Conference on Higher Education encouraging the conference to address itself to the problems of articulation. During the 1965 session of the Illinois Conference on Higher Education, its Committee on Cooperation, which is in reality an executive committee for the Conference on Higher Education, was directed to take action to improve articulation in higher education in Illinois. The Committee on Cooperation determined that the first logical step in improving articulation would be to begin with a statewide conference devoted to that topic.

In January of 1966, the Committee on Cooperation appointed a Conference Planning Committee. The Illinois Statewide Articulation Conference for two and four-year colleges was held at the Palmer House in Chicago on April 28-29, 1966. Approximately 200 representatives from 73 Illinois colleges and universities participated in the conference. It was the recommendation of this group that a statewide organizational structure be developed representing all of higher education to work toward improved articulation among all colleges.

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[1] Florida Public Junior Colleges, Tallahassee; Florida State Department of Education, 1967, pp. 38-39.

This recommendation was presented to the Illinois Conference on Higher Education at its annual meeting on November 3 and 4, 1966, whereupon the recommendation was accepted and the Council on Articulation was authorized.

Membership of the Illinois Council on Articulation is composed of representatives from private junior colleges, public junior colleges, public universities, private four-year institutions, and three ex-officio members from the Illinois Junior College Board, Illinois Board of Higher Education and the Federation of Independent Illinois Colleges and Universities.

Three committees were appointed, one of which was to study the success of transfer students. At the third meeting of the Council on June 5, 1967, the committee on transfer students made the following report: a bulletin was distributed entitled, "A Proposal for a Study of the Performance of Transfer Students." The study proposed to survey the mobility and performance of transfer students in all Illinois institutions of higher education who transferred during the 1967-68 academic year.

At the Spring meeting of the Council on Articulation it was proposed that studies be made to determine if there were a general profile of general education requirements for both the associate and baccalaureate degree. William K. Ogilvie, Coordinator of Community College Services at Northern Illinois University, was asked to obtain a profile of the general education requirements of senior institutions. His findings were reported at the Fall 1969 meeting of the Council on Articulation. For the junior colleges this writer had been asked to secure a profile of the general education requirements for the associate degree. A statement calling for the general education requirements for each associate degree was inserted in the 1968-69 Application for Recognition, a form used by the Illinois Junior College Board in the recognition procedure. A number of colleges left the question blank. Apparently several junior colleges had not yet developed and/or published a set of general education requirements so that the profile was of little value.

When these reports were received by the Council on Articulation, it was agreed that no action would be taken until all institutions had developed and published a set of general education requirements. It was the belief of the group that no institution could be asked to accept another institution's general education requirements when that institution's requirements had not been developed and/or published. This would place an institution in the position of agreeing to accept something when it had no idea what it was accepting.

The same questions relating to the general education requirements were included in the 1969-70 Application for Recognition. Again several junior colleges left the question blank, while other institutions reported the total number of hours required for the associate degree rather than the general education requirements. This type of reporting indicates that junior colleges have not yet reached a high level of sophistication in developing general education requirements for associate degrees. Until this situation improves, junior colleges will not be able to be a strong part of a statewide compact

in the acceptance of general education requirements between all institutions of higher education.

A resolution on articulation directed to the Illinois Joint Council on Higher Education by the Administrator's Division of the Illinois Association of Community and Junior Colleges was referred to the Committee on Admissions and Records. That resolution read as follows:

> Transfer students from Illinois junior colleges who have completed, with a "C" or higher grade point average for all of the previous college work, the Associate of Arts/Science degree in a curriculum designed to be preparatory to the curriculum the student expects to enter at the University, and who have completed the general education requirements of the junior college from which the Associate of Arts/Science degree was awarded, be considered as having met the general education requirements of the university department to which the student is applying.

At the March 11, 1969, meeting of the Committee, the action taken was that each junior college should be requested to specify its general education requirements for each of the baccalaureate oriented curricula for which the Associate of Arts/Science degree is awarded in order that four-year colleges and universities could more easily compare the general education requirements at each of the junior colleges with their own general education requirements.

No further action has been taken by this committee. It is the observation of this writer that the Illinois junior college community is holding up further progress on a statewide compact on general education; furthermore the Administrator's Division of the Illinois Association of Community and Junior Colleges was premature in adopting such a resolution. This paper will give considerable description of the general education compact that is in existence in Florida, because it should be significant resource material for education leaders in Illinois.

RECOMMENDATION NO. 1: It is recommended that the Illinois Junior College Board, either at its annual spring conference or at a specially designed workshop, sponsor a program to provide exchange of thought between all junior college leaders and to emphasize the importance of general education requirements for associate degrees if such a compact is to be developed and implemented between all institutions. This is very important.

The Policy on General Education developed in Florida is accepted by all institutions. This represents a very important factor in the articulation movement. This policy was developed through leadership provided by the Professional Committee for Relating Public Secondary and Higher Education and it is as follows:

Each public institution of higher education in Florida, i.e., each state university and each community junior college, is encouraged to foster and promulgate a program of general education. This basic program* for students working toward a baccalaureate degree should involve not less than 36 semester hours of academic credit.

The institutions are encouraged to exchange ideas in the development and improvement of programs of general education. The experience already gained in the established state universities and community junior colleges will be of value. While the institutions are to work cooperatively in the development and improvement of general education programs, each institution has the continuing responsibility for determining the character of its own program.

After a public institution of higher learning in Florida has developed and published its program of general education, the integrity of the program will be recognized by the other public institutions in Florida. Once a student has been certified by such an institution as having completed satisfactorily its prescribed general education program, no other public institution of higher learning in Florida to which he may be qualified to transfer will require any further lower division general education courses in his program.

In spite of several instances of variation from this compact it has been reinforced - once in 1965 and again in 1968, the latter by a letter from the Chancellor for Higher Education.

At the October meeting of the Illinois Board of Higher Education, the following proposal was passed:

PROPOSAL FOR A STATE-WIDE STUDY OF
SCHOOL, COMMUNITY COLLEGE AND UNIVERSITY ARTICULATION SERVICE

Recognizing the need for a thorough examination of school, community college and university articulation services on a state-wide basis, the staff of the Board of Higher Education recommends that it be authorized to appoint a Committee to study these services. This Committee would include members from constituent institutions, from non-public institutions and from related associations.

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*General education programs provide basic liberal education and include work in areas such as: communications, mathematics, social sciences, humanities, and the natural sciences.

The Study Committee would be asked to do the following:

(a) Ascertain and assess the present articulation practices of public and non-public colleges and universities;

(b) Catalog and determine the priority of various pressing problems of or impediments to effective articulation;

(c) Project the most feasible means to bring about a desirable statewide self-correcting program of, or, in fact, to design a state-wide program for articulation among all two-year and senior institutions.

This study would begin in November of 1969 and terminate with its report and recommendations submitted to the Board in July of 1970, with the view to establishing a viable statewide articulation program. (The first meeting of this task force was scheduled to meet May 15, 1970. This writer is a member.)

RECOMMENDATION NO. 2: It is recommended that a conference be held with the staff of the Illinois Board of Higher Education to discuss this compact, the role of the office of the Illinois Junior College Board and the Illinois Board of Higher Education in further developments. It is recognized that ultimately the final responsibility of leadership for such a compact should come from the office of the Illinois Board of Higher Education since it is the coordinating agency over all institutions of higher education within the state.

How are junior colleges and universities responding and implementing this compact? Several excerpts from junior college and university catalogs are given to indicate how the general education compact is being implemented on these campuses.

Gulf Coast Junior College
General Education

Students completing the program listed below will have met the general education requirements of this institution and will be so certified as agreed upon by all public institutions of higher learning in Florida. This program is a part of graduation requirements with the exception of specialized professional, technical and business programs.

A student must make a grade of "C" or better in each of the following courses in order for Gulf Coast Junior College to certify that he has completed the general education requirements.

The General Education program is as follows:

Orientation	1 hour
English 101 and 102	6 hours
Mathematics	3 hours
Biology	4 hours
Physical Science	6 hours
Humanities	6 hours
Political Science 201	3 hours
Physical Education 100 and Electives	4 hours
History 101 and 102	6 hours
Psychology 201	3 hours
Total	42 hours[1]

Edison Junior College

In cooperation with the 26 other public junior colleges in Florida, Edison Junior College confers the Associate of Arts degree as its transfer degree. In order to receive the Associate in Arts degree, 42 credit hours must be earned in general education courses and 22 credit hours in electives. Students must follow the general education course guide below in planning their required courses:

Courses	Credit Hours Required
ENG 101-102	6
SPE 105	3
HUM 205 or HUM 206 and any three hours of the following: 115, 116, 118, 125, 126, 207, LIT 205, LIT 206	6
HIS 101-102	6
Social/Sciences	
GOV 205-206-207-208	
SOC 105-106-107-205-206-215	
PSY 105-215-216-217-255	6
ECO 201-202	
EDU 105	
Natural Sciences	
BIO 101-102	
CHM 101-102 or 211-212	
PHY 111-112	8
SCI 101-102	
GLY 101-102	
MTH 105 or higher	3
*HPE 155-165 and 255-265 (HPE 106 required for students who are exempt from the required HPE courses)	4

[1]General Catalog, Gulf Coast Junior College, 1969-70, Pg. 41.

Courses	Credit Hours Required
Electives not listed above.	22
Total credit hours.	64

*HPE is not required for those students who receive waivers because of age and/or military service.[1]

Miami-Dade Junior College

The General Education requirement for the Associate in Arts Degree is thirty-eight hours, to be distributed as follows:

A. The core requirement of twenty-six hours to include:

English	6 credit hours
Humanities	6 credit hours
Natural Sciences	6 credit hours
Social Sciences	6 credit hours
Physical Education	2 credit hours

B. The additional twelve hours of General Education may be selected from any courses offered in the above areas other than Physical Education. Electives are provided to assist transfer students in meeting the requirements of the particular university to which they plan to transfer. The student should consult an academic advisor to determine these courses. Additional General Education courses may be taken as electives.

The presidents of the Florida junior colleges and of the state senior universities have an agreement concerning the transfer of General Education credits. Under this arrangement, all students who complete the General Education requirements in the area of University Parallel studies and who receive the Associate in Arts Degree will be exempt from the General Education requirements at these senior universities. A similar arrangement has been made with the University of Miami.[2]

Florida Atlantic University

Florida Atlantic University has no lower division. It accepts students who have completed at least two years of college work. It awards baccalaureate degrees which represent four years of

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[1]General Catalog, Edison Junior College, 1969-70, p. 18.
[2]General Catalog, Miami-Dade Junior College, 1969-70, p. 45.

academic work. Consequently, Florida Atlantic University works in partnership with the junior colleges and other institutions offering the freshman and sophomore years in providing instruction for baccalaureate degrees.

As the State of Florida has implemented its higher education program along the lines of a junior college-senior university arrangement, the junior colleges have been given the responsibility for the broad areas of general education upon which upper-division programs of specialization are based. It is the philosophical position of Florida Atlantic University that this broad lower-division base shares an equal importance with upper-division specialization in justifying the awarding of the baccalaureate degree. Therefore, Florida Atlantic University requires the same standard of achievement in lower-division work as it requires in the two years of upper-division work for graduation.

Admission Requirements:

1. Educational Background. The applicant must have completed a minimum of 90 quarter hours (60 semester hours) in academic (college-parallel) subjects at an approved college or university.

2. Quality. The applicant must have an overall average of C or higher in all college work attempted.

3. General Education Program. Florida Atlantic University will accept from a Florida public junior college the certification that this requirement has been met. The minimum acceptable general education program in instances in which this requirement has not been met in a Florida public junior college consists of 54 quarter hours (36 semester hours) including the following specific requirements: 9 quarter hours (or the equivalent of one year's work) each in the area of social science, natural science, English composition and humanities; 4 quarter hours (or the equivalent of one term's work) in mathematics; and 14 quarter hours of electives from the above areas.

4. Prerequisite Courses. Most colleges and departments require for admission certain freshman and sophomore courses in addition to the general education program. To determine the nature and extent of additional requirements which apply in his case, the applicant should consult the portion of the University Bulletin which deals with the program he wishes to pursue at Florida Atlantic University.[1]

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[1]General Catalog, Pub., Florida Atlantic University, 1969-70, pp. 38-39.

University of West Florida

The University of West Florida begins its instructional program at the junior year. In order to enter a program leading to a baccalaureate degree, students must meet the following qualifications:

A. All graduates of college parallel programs in Florida public junior colleges are eligible for admission to The University of West Florida.
B. Admission may be granted to students who have completed 90 quarter hours of acceptable collegiate work from other accredited institutions with an overall grade of 2.0 ("C") or better and who meet other admission requirements.
C. Prospective students must be in good standing and be eligible to return without academic or disciplinary probation to the college level institution last attended.
D. In exceptional cases, the University Admissions Committee may consider a request for waiver of academic admission requirements. Such a request will be considered only after all required documents are on file and with the consent of the appropriate academic official at The University of West Florida.[1]

Junior College Transfers

Students who have graduated from Florida public junior colleges with Associate of Arts degrees with certification that the general education requirements of the college have been met, shall be considered as having met the general education requirements of The University of West Florida.

State University System of Florida Transfers

Students who have met the general education requirements at another institution of the State University System of Florida shall be considered as having met the general education requirements of The University of West Florida.

All Other Transfers

Students transferring from institutions other than those included above should have completed an equivalent program of forty-eight (48) quarter hours distributed as follows: sixteen (16) quarter hours in Humanities which must include a course in English

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[1]General Catalog, University of West Florida, 1969-70, p. 36.

Composition, sixteen (16) quarter hours in Social Sciences, and sixteen (16) quarter hours in Science and Mathematics. Depending on the choice of major field, additional courses should be completed prior to enrollment at The University of West Florida. Applicants may be admitted to The University of West Florida before completion of an equivalent general education program, provided such a program can be completed through The University of West Florida before graduation.[1]

Advanced Placement in Florida

The same professional committee which developed a compact on general education also developed a compact for advanced placement which is as follows:

In order to provide greater flexibility and opportunity for able Florida youth to move ahead with their education, the Professional Committee for Relating Public Secondary and Higher Education in Florida proposes the following state-wide pact concerning the use of the ETS Advanced Placement Program by institutions of higher education in Florida.

1. Florida institutions of higher education will include clear statements of their policy with respect to the Advanced Placement Program in their annual catalogs.

2. All Florida public institutions of higher education (junior and senior) will participate in the Program and adopt the following common policy.*

   a. Scores of 5, 4, and 3, will be accepted for credit, such credit to be assigned by the appropriate officer of the institution in terms of the policies of the institution.**

   b. Scores of 2 will be referred to the appropriate departments for recommendations concerning possible waiver and/or credit.

   c. No credit will be allowed for scores of 1.

*Before such a pact can become operative, system-wide, it will have to be approved by the institution.

**While credit should be given without reference to departmental recommendations, the policies of the institution should determine whether the credit is used to meet institutional or departmental requirements, or to be applied as elective credit.

[1] General Catalog, University of West Florida, 1969-70, p. 37.

d. Senior institutions will accept advanced placement credit for scores of 3, 4, and 5 included in transcripts from the junior colleges. Credit for scores of 2 included in transcripts will be handled as in 2 (b) above.

3. All Florida private institutions of higher education are invited to subscribe to this pact.

4. It is not intended that the use of the Advanced Placement Program should replace other existing relationships between secondary schools and institutions of higher education concerning waiver, or credit by other means. The Program would supplement, not replace, these means.

5. Florida secondary schools, both public and private, will be encouraged to promote the use of the program by whatever means are available to them. They will be assured that successful students will receive credit by the institutions which are signatory to this agreement.

6. The Professional Committee for Relating Florida Public Secondary and Higher Education working with the officers of the Advanced Placement Programs will carry out annual state-wide studies concerning the success, numbers, and problems encountered, and will send out an annual report to all participating institutions.

Although several Illinois junior colleges have institutional advance placement policies, the office of the Illinois Junior College Board has never formally addressed itself to such procedures. That office receives many inquiries concerning this phase of academic administration.

RECOMMENDATION NO. 3: It is recommended that the Illinois Junior College Board address itself to a policy of advanced placement in the public junior colleges. It is also recommended that a conference or task force of some type be developed to make recommendations.

RECOMMENDATION NO. 4: It is recommended that this be communicated to the office of the Illinois Board of Higher Education because a uniform policy should be in existence at all institutions of higher education if advanced placement at one college is to be recognized by another.

Transfer Policies

A professional committee developed a third policy related to transferring students among Florida's public institutions of higher learning. This policy is rather extensive and is as follows:

Education is a continuous process even though handled in separate administrative units. Recognition of this basic principle underlying the philosophy governing progress through these various units facilitates such progress, redounds to the benefit of the students, the various institutions, and hence to the state itself. Basic to this philosophy is mutual respect for and trust in the educational validity of the experience of the student in each institution. In acknowledgment of this confidence, the following policies have been formulated to facilitate transfer among institutions.

1. Requirements for admission to upper division colleges and schools of the Florida public universities should be the same for Florida public junior college graduates as for students who complete the first two years on a university campus. Those transferring from the public junior colleges prior to graduation shall be treated as any other transfer student and must meet all university requirements for lower as well as upper divisions, except as provided in paragraph 3 below.

2. Admission to the upper division should be granted to any graduate of a state accredited junior college in the State of Florida who has completed the college parallel program, and whose graduation shall normally be on the basis of an overall average of 2.0 based on the 4.0 system on all college work attempted. Junior college graduates should be permitted to make up prerequisites while in upper division status. The university will consider exceptional cases within the capacities of the university upon recommendation from the junior college and provided space is available.

3. Junior college transfers shall be considered as having met the general education requirements of the receiving senior institution if the junior college has certified that the student has completed the lower division general education requirements of the junior college. This policy should apply to all junior college transfers, both graduates and non-graduates.

4. Twelfth grade test score requirements of the senior institution shall not be a criterion for admission for any graduate of a junior college.

5. All credits of "C" or better should be received, accepted, and recorded on the transferring student's record by the receiving senior institution in order that the upper division colleges may determine how many additional hours are needed for graduation with a bachelor's degree. This would not necessitate the removal of minimum upper division

requirements for graduation but would protect the transferring student against loss of credits in excess of 64 hours when such courses are applicable to the degree which a student is seeking.

6. Transfer students from a junior college should be exempt from meeting the lower division physical education requirements of the receiving senior institution if the junior college has certified that a student has completed the physical education requirements of the junior college.

7. The graduation requirements in effect at a receiving senior institution at the time a student enrolls at a public junior college should apply to that student in the same manner that graduation requirements of that senior institution apply to its native students, provided the student's attendance record is continuous.

Nothing in the above should obscure the fact that degree granting institutions have a significant responsibility for insuring that the degree holder has a reasonable competency and an equal chance to compete in his chosen profession. Most degree curricula reflect a considered judgment of the faculty members most closely in touch with the skills essential for professional success. Institutional rules and requirements should not lead the student to regard the mere collection of college credits and grades as more important than the achievement of real understandings. Graduation and transfer requirements are phrased in terms of a minimum number of credits and a minimum quality index (grades). More significant is a combination of educational experiences (courses) that give significant opportunity for acquiring the essential understandings and the base for progressing satisfactorily at a new level, whether in an educational institution or a chosen profession.

It has been stressed in several Illinois statewide meetings that many of the individual problems encountered by transfer students are due to procedures. At what time should a junior college transfer student apply for admission to a senior institution so that he has equal opportunity for course and instructor selection, dormitory assignment, and other details of being admitted to the new college? Does the student, upon entering the senior institution, get to graduate under the general catalog that was in existence when the student entered the junior college, or must he be subjected to changes that have occurred while he attended the junior college? If a senior institution makes changes in its requirements for degrees or major areas of study, is any "lead time" given to the junior colleges so that these changes can be incorporated in their counseling procedures and students now enrolled in junior colleges not forced to pay penalty? Does the student holding the associate degree have an advantage?

Several Illinois colleges have addressed themselves to these problems, and progress is being made.

RECOMMENDATION NO. 5: It is recommended that this type of compact and problems related to it be communicated to the staff of the Illinois Board of Higher Education because, since it is the coordinating agency for all institutions of higher education, leadership should come from this office. The office of the Illinois Junior College Board would continue studies for junior colleges and senior institutions and contribute in any way possible.

A new State University - Junior College Articulation Agreement was proposed on April 28, 1970. This compact is now in the process of approval (Appendix II). The procedure for adoption of such a compact in the State of Florida is as follows:

1. It is approved by the President's Council of Junior Colleges and the President's Council of the University System.

2. The above approvals occur only after extensive study and recommendations by the staffs of each institution.

3. After the two Councils of Presidents have approved the compact it then becomes only a matter of information in the minutes of Boards of Trustees of junior colleges and senior institutions.

CHAPTER III

STATE PLANNING

In trying to determine the role of Florida state coordinating agencies in pre-planning for new senior institutions, articulation of curricula between junior colleges and new senior institutions as well as existing colleges and universities, an attempt was made to identify existing research on which decisions had been made. In June, 1961, the Florida Board of Control published a bulletin entitled "Report of the Planning Commission for a New University at Boca Raton." This report was an outgrowth from a resolution of the Board of Control which resulted from the Council for the Study of Higher Education in 1956. The bulletin identified the need for the establishment for two additional degree-granting institutions in the State system, and it specifically identified the relationship between the university and community-junior colleges. Page 4 of this report reads as follows:

> The university will look to the community junior colleges of the State, especially to those in the lower east coast area, to provide the basic education of the freshman and sophomore years. In effect, the lower division program of the university will be decentralized and allocated to the junior colleges, while the upper level, the usual junior and senior years, will be concentrated on the university campus. This cooperative arrangement will be a means of using the State's educational facilities to a maximum advantage and will enable the university to concentrate its resources on upper-level students who have demonstrated both their competence and their continuing interest in higher education.
>
> The junior colleges are planning their programs within the framework of this relationship and are also participating in planning the upper-level program. Provisions for a continuing interchange of ideas and plans among the several faculties and administrative staffs, the cooperative development and use of measures of achievement, and other forms of cooperation will contribute to a coordinated and continuous program of higher education.[1]

The report, in addressing itself to the administration of the new university at Boca Raton, specifically addressed itself to the role of cooperating with junior colleges. Quoting further from that publication:

> It seems essential that one of the first officials to be appointed by the president at the Boca Raton institution should be the interinstitutional coordinator who will be

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[1] Report of the Planning Commission For a New University at Boca Raton, Pub., Board of Control of Florida. 1961.

concerned with interinstitutional relationships, especially with the cooperating junior colleges. He should have responsibility and status at least comparable to the dean of a college in the usual university context. While his primary relationships may be with the junior colleges, the uniqueness of this institution may also require him to be responsible for maintaining liaison with other institutions, especially schools in which the graduates of Boca Raton might wish to continue their education.

It also seems desirable that there be a junior college liaison council composed of representatives of the junior colleges in this immediate area and of the university.

Likewise, there should be an arrangement to facilitate joint planning among high schools, junior colleges, and the university. The uniqueness of the program planned at Boca Raton makes such an arrangement essential. A close-working, cooperative relationship with junior colleges and with high schools is important if students are to come to the university with the preparation and attitudes necessary for a maximum achievement in the university program.[1]

The report also called to the attention of those in charge the importance of informing junior colleges of their program. Pages 31-32 in the report state:

> It will also be important, in fact urgent, that other higher institutions, the junior colleges on the one hand and degree-granting colleges and universities on the other hand, be fully informed about the program and that their cooperation in supporting it be enlisted. The junior colleges in the lower east coast area are currently most cooperative, even excited, about this venture and their part in it. Plans have already been suggested for continuing relationships that will perpetuate this cooperative spirit.[2]

Counseling of transfer students was recognized in the report.

> Another situation to be anticipated is the "shock effect" that students will experience on coming into this program. Even though they will have had the equivalent of two years of previous college experience many of them still will not be prepared for the degree of independent responsibility they will be expected to assume. The suggested liaison with the junior colleges may open the way to minimizing this experience for junior college transfers, but

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[1] Report of the Planning Commission for a New University at Boca Raton, Pub., Board of Control of Florida. 1961. p. 29.

[2] Ibid, p. 31-32.

> it should be reemphasized that it will be necessary to provide for thorough orientation and adequate counseling of entering students, especially those coming from institutions other than the cooperating junior colleges.[1]

In pursuing the schedule of interviews, special effort was made to identify methods by which these pre-planned objectives were accomplished as well as the success of those methods. The first elected administrator at Florida Atlantic University recognized the need for a planning workshop. This workshop was conducted on August 12 to September 20, 1963. Reports and recommendations of that workshop have been published by Florida Atlantic University. In reading the reports and recommendations of the planning workshop, this writer did not find a high degree of implementation of some of the recommendations put forth in the report of the Planning Commission as related to junior colleges. All of the individuals interviewed unanimously agreed that the officials at Florida Atlantic University in the planning stages and early years did not cooperate closely with junior colleges. It should be noted that that situation does not now exist but the philosophical change in these policies of the institution occurred approximately three years ago. All agreed, both two- and four-year individuals, that the primary motivating factor for changing these attitudes was not meeting enrollment projections and the recruitment of students.

In 1962 a bulletin entitled "Providing for Education Beyond High School in the Pensacola Area" by John Guy Fowlkes was published by the Board of Control. In outlining the working hypothesis for this study, Dr. Fowlkes said:

> The concepts and standards which apply to the establishment of junior or community colleges do not necessarily apply in the creation of new degree-granting institutions. Thus, it is neither economically feasible nor educationally sound to establish degree-granting institutions within commuting distance of all people of Florida.[2]

The bulletin entitled "Providing for Education Beyond High School in the Pensacola Area" by John Guy Fowlkes, published by the Board of Control in 1962, did not address itself to articulation of curricula as specifically as did the report of the planning commission for a new university at Boca Raton published by the same Board of Control in 1961. However, it should be noted that the Fowlkes' report did include a section related to the impact on the junior colleges in the Pensacola area.

The Florida Board of Regents followed the Fowlkes report with a bulletin entitled "The Planning and Development of the University of West Florida"

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[1] Report of the Planning Commission for a New University at Boca Raton, Pub., Board of Control of Florida. 1961, p. 32.

[2] Providing for Education Beyond High School in the Pensacola Area, John Guy Fowlkes, Pub., Florida Board of Control, p. 15.

published in 1965. By contrast, this report was very specific in outlining cooperation with the junior colleges. Quoting from that report:

> Cooperation with the Junior Colleges
>
> The junior colleges have been and will continue to be invited to participate in our planning. The junior colleges have been completely cooperative, and we recognize that such cooperation is necessary if we are to achieve our goals.
>
> The success of an upper level university depends upon a well articulated program with the junior colleges. The upper level university-junior college relationship stands to lose one of its strong advantages if the same courses are offered at both institutions. This relationship is further complicated by the fact that many courses formerly given only in colleges are now given in many high schools - in languages and mathematics, for example. Consequently, there is a tendency on the part of junior colleges to offer courses which have heretofore been considered junior-year courses. To resolve this problem, the University of West Florida subscribes to the principle of pressing courses downward. According to this principle the University will not offer any courses which are adequately and properly offered at the junior colleges. Some courses are not clearly identifiable as junior or sophomore level offerings. With the cooperation of Pensacola Junior College, it is anticipated that particular courses will be presented by either the junior college or the University of West Florida, depending upon student demands, faculty qualifications, and available facilities.[1]

In all of the interviews, everyone stated that in the early years of each of the two new senior institutions, the University of West Florida cooperated more closely with junior colleges than Florida Atlantic University appeared to do. Everyone agreed, however, that during the past two or three years both institutions have taken specific action which insure a high level of cooperation, especially with junior colleges within their immediate areas.

In comparing the planning and establishment of new senior institutions in Florida, one should also examine similar procedures in Illinois.

In December, 1966, the Illinois Board of Higher Education published Phase II of the Master Plan which dealt directly with extending educational opportunity. Once again, Part II of the Master Plan was the result of extensive committee study, defining of objectives, and other recommendations as a result of the 27 bills passed unanimously by the Illinois 74th General Assembly on recommendations in the Illinois 1964 Master Plan. One of the most important laws passed by the 74th General Assembly was the Illinois Public Junior College Act (1965) and the creation of the Illinois Junior College Board. One of the highlights of the Phase II of the Master Plan was:

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[1]The Planning and Development of the University of West Florida, Pub., Board of Regents of Florida, p. 10.

> It recommends planning for additional senior commuter institutions which, to the extent feasible, would be developed to offer programs initially for junior, senior, and first-year graduate students. These institutions would complement the rapidly expanding junior college system and provide minimal competition to the nonpublic colleges and universities.[1]

Phase II of the Master Plan recommended the establishment of new commuter institutions rather than residential colleges. It also recommended that one of the first new senior institutions would be located in the Chicago metropolitan area and the other to be located in the Springfield area. Recommendations for these new institutions were as follows:

> To the extent feasible, new colleges authorized be developed to offer programs initially for junior, senior, and first-year graduate students, thus strengthening the role of junior colleges and lessening the impact of new public senior institutions on nonpublic colleges.
>
> In planning for new institutions, the state not authorize any institution offering curriculums from freshmen level through the master's degree which does not show capability of achieving a total enrollment of at least 2,500 full-time-equivalent students at the end of the fourth year of operation and 5,000 at the end of the eighth year. The proportionate minimum standards for three-year institutions described in Recommendation #2 be 1,000 in the fourth year and 2,000 in the eighth.[2]

Recommendations of the Illinois Master Plan also gave the following guidelines to the Illinois Board of Higher Education:

> The Board of Higher Education in cooperation with governing boards and other advisory groups would:
> a. Study the effect each new institution would have on developing junior college programs and the impact on nonpublic institutions in areas of possible site location.

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[1] A Master Plan-Phase II for Higher Education in Illinois, Pub., The Illinois Board of Higher Education, December, 1966, p. 9.

[2] Ibid, p. 11.

b. With further study, determine the general role and function of the institution most suited to serve the needs of the area in which it is located.

(1) Designate the levels of instruction to be offered by the institution in order to support its role and function.

(2) Indicate the general area in which the college is to be located.

c. Establish planned enrollment capacity for the first ten years of operation.

d. Assign governance and further development of the institution to an appropriate public university governing board.[1]

The Master Plan-Phase II further stated that:

> Effective for the Fall term 1967, and for other terms in the regular academic year 1969-70, only students ranking in the upper half of their graduating classes through class standing or by scores on qualifying examinations, or both, be admitted as first-time entering freshmen to state senior colleges and universities. For experimental and special programs this policy may be waived by the institution's governing board to accept during the regular academic year new freshmen applicants of lesser qualification numbering up to ten percent of the previous Fall term entering freshman class on that campus. Students entering one- and two-year vocational-technical programs offered by senior institutions may be subject to other appropriate standards for the programs offered.
>
> a. The minimum standard recommended be met by a combination of 1) standing in high school class, 2) scores on qualifying examination or examinations.
>
> b. If the number of applicants qualifying for admission is greater than can be accommodated, the institution raise admission requirements to limit enrollments to the number which can be accommodated.
>
> In 1970-71, the lower-division enrollments of the presently established public senior institutions be

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[1] A Master Plan-Phase II for Higher Education in Illinois, Pub., The Illinois Board of Higher Education, December, 1966, p. 12.

> stabilized so that thereafter no permanent additional enrollments (beyond the full-time-equivalent number enrolled in the Fall term of 1970) be permitted in the lower-divisions of these institutions, except that this policy be effective for Chicago Circle Campus, Edwardsville Campus and Illinois Teachers College - North and South at a later date to be determined by the Board of Higher Education.[1]

The Illinois Board of Higher Education issued in February, 1968, a bulletin entitled "Report on New Senior Institutions." Concerning curriculum and admission of students in the new senior institutions, this report stated:

> Lower division programs be excluded and no lower division course or remedial work be planned or undertaken without approval of the Board of Higher Education.
>
> Any student who has completed at least 60 credit hours of satisfactory collegiate work (a "C" average over all credits transferred), or who has been awarded an Associate of Arts or an Associate of Science degree, shall be admitted to either of the new institutions, provided other nonscholastic eligibility requirements are met. To insure that these new institutions carry out their designated function of close articulation with public junior colleges, these requirements shall not be raised. In exceptional cases, students may be admitted with slight deficiencies in number of credits (not to exceed 6 units), provided that these can be removed during the first year of attendance. If enrollments are restricted due to limitations of facilities, faculties, or other factors, students will be admitted on a first-come first-served basis, and selective admission standards will be invoked.[2]
>
> For each institution, a permanent advisory council be formed of representatives from organizations, agencies, and institutions - with heavy emphasis upon the junior colleges - who may be helpful to advising on developmental, administrative, and curricular relationships confronting the new institution. The Illinois Junior College Board be represented on any such advisory committee.[3]

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[1] A Master Plan-Phase II for Higher Education in Illinois, Pub., The Illinois Board of Higher Education, December, 1966, p. 13-14.

[2] Report on New Senior Institutions, Pub., Illinois Board of Higher Education, February, 1968, p. 8.

[3] Ibid, p. 9.

The report made further recommendations concerning student admission to the new senior universities:

> The Board's first Master Plan recommends that junior college transfers be permitted to enroll in the state universities if they have maintained at least a "C" average in their collegiate work. Recommendation #10 of this report applies this "open-door" policy to the new institutions which will commence instruction at the junior-year level. Students cannot transfer to the new institutions until completion of the sophomore year and accumulation of 60 semester hours of satisfactory collegiate work. Some flexibility in this policy is introduced for exceptional cases by allowing the institutions to accept students with as few as 54 units, providing the deficiency can be made up during the first year of enrollment.
>
> The proposed policy (recommendation #10) further asserts that any applicant who meets the stipulated requirements shall not be denied admittance for academic reasons. Indeed, even if enrollments at the institutions must be limited for one reason or another, selection should be on a first-come basis and not by raising the admission standards. It is strongly maintained that more selective admissions would change the nature of the institution, including its programs and services, and thereby thwart its broadly conceived, functional objectives.
>
> Levels
>
> It is recommended that the new institutions have programs at the junior-year level extending to, and including, the master's degree. Such an institution would be a "capstone" for junior college transfers. It would articulate well with junior college programs so that students could complete liberal arts and occupational programs commenced in the junior colleges. Lower division programs would be excluded. Any make-up or remedial work involving offering of a course at the lower division would not be undertaken without specific approval of the Board of Higher Education. Rather, it is suggested remedial work be offered in junior colleges or other available institutions, perhaps through dual enrollment. Thus, the institution would not duplicate instruction in the growing junior colleges and would be minimally competitive with non-public senior institutions.[1]

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[1] Report on New Senior Institutions, Pub., Illinois Board of Higher Education, February, 1968, p. 10.

One of the major responsibilities of new senior institutions in Illinois is to provide higher education for junior college transfer students. The February, 1968, report continued with:

Higher Education for Junior College Transfer Students

> The design of additional institutions should be closely bound up with the problem of the transfer students - those students who have completed their first two years in one of the State's burgeoning junior or community colleges and who now desire to go on to some further form of higher education.[1]
>
> Since these students can be expected to emerge from the state's two-year colleges in increasing numbers, it would thus seem imperative that the emerging universities offer them a climate favorable to their aspirations, values, and needs. Perhaps the majority of such students can be characterized as less theoretically and esthetically motivated and more economically and practically oriented than students in four-year institutions. This does not imply that transfer students are inherently any less able. Moreover transfer students are likely to be more mature and to have a better idea of what they want to do than their counterparts in four-year colleges. These students expect a different kind of educational goal requiring new outlooks, new approaches to programs, new techniques for stimulating learning, and new attitudes.

Differences in Role of the Proposed Institutions

> The two new senior institutions recommended by the Special Committee are innovative in concept. They are both to be "capstones" of the junior colleges. Both institutions will be commuter colleges bringing liberal education within the reach of great numbers of young people in their areas and, equally important, providing for a "middle management" group, equipped to fill competently the myriad of jobs requiring capable day-to-day administration. Editorial comment suggests that this proposal has won fairly wide acceptance.[2]

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[1] Report on New Senior Institutions, Pub., Illinois Board of Higher Education, February, 1968, p. 31.

[2] Ibid., p. 32.

In all of the public documents issued by the Illinois Board of Higher Education, both in master plans and directives related to new senior institutions, very little if any attention is given to the value of the associate degree. All transfer policies are measured in terms of semester hours. As long as this situation persists, it appears that receiving institutions will always be evaluating courses and will not be giving recognition to the student who holds the associate degree. It is the belief of this writer that for junior colleges to be truly a part of higher education, one institution must recognize the importance and value of another institution's check point or its degree.

RECOMMENDATION NO. 6: It is recommended that the staff of the Illinois Junior College Board discuss with the staff of the Illinois Board of Higher Education the desirability of changing the emphasis in transfer policy from a given number of semester hours to an emphasis on the associate degree itself.

This concept will have a very important relationship to all articulation agreements or compacts that may be developed in the future.

CHAPTER IV

JUNIOR COLLEGE RESEARCH

During all of the conferences in collecting data for this paper, an effort was made to identify statewide research in junior colleges as related to curricula, characteristics of students and success of student transfers. Florida, like Illinois, has very little research in this area. The state university system of Florida publishes a fact book which is a collection of data concerning enrollment, degrees granted, and other types of information normally collected by state agencies. Illinois has comparable publications.

The Illinois Junior College Board has published the fourth edition of Data and Characteristics of Junior Colleges. Nowhere in Florida did I find research on junior colleges as complete as this document. However, it is quickly recognized that Illinois does not have a full research program in operation.

The Illinois Association of Community and Junior Colleges, with a small professional staff, is supported by a dues system from the junior colleges bases on the enrollment of each college. To date the Illinois Association of Community and Junior Colleges has not taken upon itself any data collection or research function. That organization is redefining its objectives, but at this time, there is no indication that the organization will assume any research function.

The Florida Association of Public Junior Colleges is a professional organization which meets annually. It has no professional staff and it does not attempt to make contributions in the area of research and planning.

In 1968 a statewide invitational conference on institutional research was held in Lakeland, Florida. Proceedings of that conference have been published. The Florida Community Junior College Inter-institutional Research Council was formed. The Inter-institutional Research Council is an arm of the Institute of Higher Education at the University of Florida. Dr. James L. Wattenbarger is Director of the Institute of Higher Education and serves as Director of the Research Council. Dr. Michael I. Schafer, Associate Director of the Council, is responsible for its activities. The philosophy supporting this organization is as follows:

> The Florida Community Junior College Inter-institutional Research Council is the research consortium for Florida's community colleges. The Council was organized April 24, 1968, at a meeting attended by representatives of each of the Florida public community colleges. Fifteen community colleges joined the research consortium which officially began operation on January 1, 1969, and pledged their pro-rata shares of the proposed budget. The Council was organized to serve the member colleges through improved, concerted and coordinated institutional research projects. The purposes of the Council are fivefold:

1. To provide an opportunity for coordinated research efforts among the colleges, thereby increasing the effects of research findings.

2. To permit colleges to pool research efforts for more efficient and comprehensive planning and development of resources.

3. To encourage publication and dissemination of college and collaborative research efforts.

4. To provide research leadership through in-service education of institutional research representatives.

5. To provide support for Florida junior college faculty and other eligible graduate students for advanced study.

The Research Council, although formed in January, 1969, did not begin full-time operation until July 1, 1969.

The Florida Junior College Research Council is supported by contributions from each member institution with fees based on enrollment which currently range from $1,400 to $7,000 per institution. It is doubtful if the junior colleges in Illinois would support both a research council and a state association with fees to this extent. Everyone interviewed in Florida expressed the thought that a major function of a state agency is to encourage and sponsor statewide research.

RECOMMENDATION NO. 7: It is recommended that the office of the Illinois Junior College Board define its ultimate total role in research, the relation of that research to junior colleges and other agencies, and how this would be reflected in budget and staff. This is not an original recommendation as it has been discussed previously in the office of the Illinois Junior College Board, but its importance is amplified by this study.

RECOMMENDATION NO. 8: It is recommended that the office of the Illinois Junior College Board in connection with Illinois junior colleges conduct a seminar to develop guidelines to identify a total research program for a junior college. This conference would include the following topics:

(1) The percentage of the operational budget should be devoted to research.

(2) What would be acceptable as part of an institutional research program.

(a) Orientation of new faculty
(b) In-Service Training Program for faculty
(c) Evaluation of faculty and quality of instruction

(3) Follow-up studies on student success both in future educational efforts as well as employment.

(4) Data on students leaving technologies for employment who did not graduate from the technology.

CHAPTER V

ARTICULATION OF TECHNICAL EDUCATION

New dimensions in the articulation of technical education between two and four-year colleges were observed in Florida. Florida Atlantic University has developed several baccalaureate-degree programs which are "capstones" to technologies offered in junior colleges. Specifically, reference is made to data processing, police science and nursing. These baccalaureate degree programs have in no way changed the objectives of the two-year technology in the junior college.

The University of West Florida has a unique arrangement whereby a graduate from a junior college in a technical program may transfer to that university and pursue general education courses and receive the baccalaureate degree. The baccalaureate degree program is developed on an individual basis.

The State of Florida is planning new senior universities in the Jacksonville and Miami areas. In the planning publication for the one to be located in Jacksonville, the following is noted concerning the transferability of certain technical courses:

> Technology. --During the past twenty years, the engineering programs which are offered by major universities have tended to become less applied and more theoretical and research-oriented. As a result, industry is experiencing a shortage of individuals with training in technology similar to that provided by many engineering schools before 1945. The community colleges have attempted to fill this void by offering two-year terminal programs in various fields of technology, and these graduates have, to some extent, filled the demand for technicians. But there still exists a need for baccalaureate graduates in technology whose programs of study are more applied and less research-oriented than those of the engineering schools in our universities.
>
> The graduates of the two-year technology programs now offered by the community colleges and industries with pressing personnel needs are asking for technology programs leading to the baccalaureate degree. Although none of our state universities presently offers such a program, several state universities are planning to do so. Future graduates of such technology programs, both from the proposed new institution and from the projected programs of the existing universities, are needed for jobs that fall in the area between the research engineer and management. The projected population growth of Jacksonville in the years ahead, its rapidly expanding economy, and its increasing role as a financial, commercial, and transportation center support the need for technology programs to produce the college graduates required by Jacksonville for the 1970's and the ensuing years.

The planning brochure for the new senior institution to be located in Dade County also addresses itself to the transferability of technologies from the junior colleges. A portion of the planning booklet states:

> Technology.--During the past 20 years, engineering programs offered by major universities have tended to become less applied and more theoretically and research oriented. As a result, the industrial community is experiencing a shortage of individuals with training in technology similar to that provided by many engineering schools prior to 1945. The community colleges have attempted to fill this void by offering two-year terminal programs in various fields of technology. Junior college graduates of these programs have to some extent filled the demand for technicians, but there still exists a need for technology graduates with the baccalaureate degree whose programs of study are more applied and less research oriented than those of the present-day graduates of the engineering schools of our universities.
>
> Industry, together with the graduates of the two-year technology programs offered by the community colleges, is voicing a plea that technology programs leading to the baccalaureate degree be established. Although none of our state universities presently offer such programs, several state universities are planning to do so. There is no question but that the future graduates of the technology programs, both from the proposed new institution and from the projected programs of the existing universities, are needed to bridge the gap between the research engineer and management.
>
> Despite the interest of existing state universities in introducing into their curricula technology programs leading to the bachelor's degree, the proposed new institution in Dade County may well be the most appropriate college to offer the technology program initially. During the five-year period 1960-64, Dade added 994 new plants and expansions, employing an estimated 21,956 persons, representing 33 percent of the new industrial plants built in Florida in that span of years. Apparently Dade is not losing any of its momentum in bringing in new plants, being chosen as the site for 30 percent of the new plants built in Florida in 1967, as was pointed out in an earlier section of this report. Its 1966 nonagricultural labor force of 376,800 workers (approximately 20 percent of the state's total nonagricultural labor force) far exceeded that of any other Florida county.

Nursing and Other Health-Related Occupations.--The State Department of Education has identified nine Florida counties as having a high anticipated demand for persons trained in the health occupations (Survey of Health Occupations, State of Florida, 1967).

Among the health professions, the greatest shortage is for nurses. In the Miami area, baccalaureate degree programs in nursing are offered by Barry College and by the University of Miami. A hospital diploma school of nursing located in Jackson Memorial Hospital, Miami, and a two-year nursing program offered

by Miami-Dade Junior College also enroll large numbers of nursing candidates. Even so, the supply of nurses in the Miami area is very inadequate, largely because of the many professional opportunities for nurses (estimated to approximately 1,250 nurses annually) and the high attrition in the ranks of trained nurses (estimated to 50 percent).

Area technical and vocational schools train substantial numbers of persons for such health occupations as laboratory assistant, medical record technician, radiological technician, surgical technician, and 15 other specialties. Two-year training programs leading to these health-related occupations would not be offered at the proposed new institution, which instead would offer selected programs in medically-related professions leading to the baccalaureate degree. Examples of types of medically-related programs requiring the four-year degree that might be considered after the institution becomes firmly established are:

Corrective Therapist
Cynotechnologist
Dental Hygienist
Manual Arts Therapist
Medical Illustrator
Medical Record Librarian
Medical Technologist
Nuclear Medical Technologist
Orthotist or Prosthetist
Physical Therapist
Recreation Therapist

Other health professions requiring at least four years of college, but preferably an additional year or so to be taken at a later date are:

Biochemist
Biomathematician
Biophysicist
Health Economist
Industrial Hygienist
Radiological Health Specialist

Many of these new ideas and concepts should be shared with others in Illinois. This writer plans to include these ideas in conferences and to make sure that they are injected in meetings and planning sessions which are conducted throughout the school year. Technical people in Illinois must work more closely with senior institutions in determining if technologies can be transferable while at the same time maintaining the philosophy of the technology that it is preparing men and women for employment. It will be interesting to note what new steps the new senior institutions of Illinois will take in this direction; however the fact that there is a planned program in articulation of certain technical programs in Florida is worthy of mention and it will be read with interest by both junior and senior college personnel in Illinois.

RECOMMENDATION NO. 9: It is recommended that the Illinois Junior College Board in cooperation with other state agencies and junior colleges sponsor an articulation conference on the transferability of technical courses and programs. It would be understood that any such conference would be supported by the philosophy that technologies are designed for employment and that this conference would in no way serve to entice students or institutions to have these programs vary from their original objectives.

CHAPTER VI

ARTICULATION BY SUBJECT AREAS

As previously stated, one of the most important recommendations evolving from the studies of post-high-school education which were conducted in Florida during 1954-57 was the one which emphasized the need for articulation. In Florida, the State Board of Education created under the Constitution and supplemented by the Statutes, is charged with the responsibility to coordinate all levels of education. The Board of Regents which operates the university system, the State Junior College Board which coordinates the junior colleges, the County Boards of Public Instruction which operate grades K-12 programs, as well as the boards of trustees of the junior colleges are responsible to the State Board of Education.[1] After the State Board of Education authorized the establishment of the professional committee, it was authorized to:

1. Identify problems of articulation of public educational programs;

2. Establish special "task committees" of professional personnel, with lay participation where desirable, to study and make recommendations concerning problems of articulation;

3. Identify program areas of phases of educational operations that have implications for secondary education, community junior colleges, and the state university system which need to be evaluated;

4. Establish "task committees" of professional personnel, with lay participation where desirable, to undertake evaluations and to make such recommendations as will improve the matters under study;

5. Consider and follow up on findings and recommendations from the study groups; and

6. Present to the State Board of Education recommendations concerning all matters relating to articulation.

Several subject area task forces were developed and conferences were held. Proceedings from those conferences have been published and are available from the office of the State Department of Education, Tallahassee, Florida. They include: High School - College Articulation, January, 1958; Articulation of Chemistry Instruction in the Public Junior Colleges and the Institutions of the University System of Florida, July, 1963; The Record of a Chemistry Articulation

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[1]Florida Public Junior Colleges, p. 37-38.

Conference, May, 1964; Articulation of Instruction in Business Administration, March, 1964; Articulation in Foreign Languages, October, 1966; Articulation in Engineering, 1966; A Report on Articulation in Music, July, 1967; Articulation in Chemistry, May, 1968; Articulation in Mathematics, June, 1966 (revised September, 1969); Articulation in English, November, 1969, (Articulation Working Draft, January, 1970).

Since the establishment of the Illinois Junior College Act, articulation conferences have been held in several subject areas. These have been sponsored by departments of universities, professional organizations, and the office of the Illinois Junior College Board. Publications, most of which are not as complete as those published by the Florida State Department of Education, have been distributed from the office of the Illinois Junior College Board and/or universities or professional groups. This subject area articulation effort was retarded for about a year in Illinois due to opposition from a few junior college presidents. However these problems have now been resolved and every institution is anxious to cooperate and all recognize the need. In planning several articulation conferences in subject areas, the office of the Illinois Junior College Board worked with existing professional organizations in these subject fields. These organizations volunteered to address themselves to the topic of articulation, and to date these have been quite successful. This method truly brings about acceptance and implementation of any recommendations. Articulation conferences have been held in music, engineering, mathematics, home economics, business, agriculture, and one is planned for the spring of 1970 in professional education. Articulation conferences in physical education, art, chemistry, and foreign languages are in the planning stage and will be sponsored during 1970-71 by the office of the Illinois Junior College Board. Proceedings are published of all conferences. Publications listed in Florida were developed over a period of three to twelve years. Similar ones in Illinois have been developed during a two and one-half year period. Comments in Florida indicated that these articulation reports served only as guides. Several administrators interviewed said that members of the task force had a tendency to make the guidelines a utopia, to include details of administration and were not as practical as could be. All stated that the opportunity for faculty in a specific subject area to come together, identify and discuss common problems, was very important and that through these associations probably better articulation resulted than through any other one avenue.

In Illinois this procedure has been followed. Both two and four-year representatives are called together for a planning conference. This planning committee only attempts to identify the articulation problems existing in the state as related to that subject area. It then prepares the agenda for a statewide conference. At the conference representatives from all institutions are invited. It is recognized that final articulation is accomplished through institutional policies and not through individual opinions. It is now recognized by everyone that it may take two or three conferences before a final workable compact is developed. Individuals in Florida who were interviewed for this study stated that they thought this method would have a greater impact, more acceptance, and be more practical than would publications developed by task forces as was done in Florida.

RECOMMENDATION NO. 10: It is recommended that the office of the Illinois Junior College Board during the coming years give major effort in developing articulation conferences in all subject areas, refine the proceedings of those conferences, and publish a bulletin for each subject field. It is further proposed that professional organizations, divisions of Illinois Association of Community and Junior Colleges, and other state agencies be incorporated in these meetings and that the office of the Illinois Junior College Board serve primarily as a planning agency, participating agency, and perform the role of both leadership and secretarial services for these meetings.

Because of the desirability of giving extensive planning, development and implementation to such a meeting, no more than three or four conferences should be planned each year.

CHAPTER VII

OBSERVATIONS AND SUMMARY OF RECOMMENDATIONS

All individuals interviewed were very generous with their time; each responded to predetermined questions, and other meaningful observations were noted. These will be grouped under general sub-headings.

Research

Individuals associated with junior colleges believe that junior college research had a tendency to be defensive. One doctoral dissertation on the success of transfer students was read. Universities have developed studies on the performance of transfer students but many were for immediate study and were not continuing. One notable exception is the Walker Study at the University of Florida which is a continuing study. The University of Florida returns the grade cards of transfer students to individual junior colleges. These institutions refer the grade cards to division chairmen who have an opportunity to analyze student performance. Several junior colleges expressed appreciation and valued highly this feedback. The University of West Florida is attempting to initiate research to determine why students who have applied for admission and accepted never did enroll. Everyone interviewed said that new institutions should begin immediately to develop research on curriculum, student performance, and other phases of evaluation. Philip R. Campbell, Director of Academic Services at the University of West Florida, said, "Students with associate degrees are guaranteed admission without evaluation of transcript. If the student did not have the associate degree, each course was individually evaluated."

Several stated that a variation in the quality of the associate degree was encountered but that there was no positive research on this topic. Several indicated the importance of this kind of research. Samuel D. Harris, Jr., Acting Chairman of the Faculty of Professional Education at the University of West Florida, said that "collection of data and research in curriculum is one of the most important factors in good articulation."

Those in Illinois are familiar with that portion of the Illinois Public Junior College Act which identifies the criteria for the admission of students. Section 103-17 of the Act states as follows:

> 103-17. Admission of Students.) § 3-17. The Class I junior college districts shall admit all students qualified to complete any one of their programs including general education, transfer, occupational, technical, and terminal as long as space for effective instruction is available. After entry, the college shall counsel and distribute the students among its programs according to their interests and abilities. Students allowed entry in college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar programs.

> Entry level competence to such college transfer programs may be achieved through successful completion of other preparatory courses offered by the college. If space is not available for all students applying, the Class I junior college will accept those best qualified, using rank in class and ability and achievement tests as guides, and shall give preference to students residing in the district.

This portion of the Illinois Junior College Act was received enthusiastically by all in Florida who were interviewed. There was expressed a unanimous agreement that many of the subject area articulation problems and the success of transfer students in Florida would have been eliminated if the Florida Junior College Act had been more specific in addressing itself to admissions policies and admission of students to junior college curricula. All interviewed expressed an interest in any type of research that could be developed which would determine how successful the Illinois admission policy was being implemented and related studies on the success of transfer students. It should be noted that the State of Florida uses its own statewide testing program, and the junior college administrators practice a more stringent policy of student testing than do Illinois junior college administrators with American College Testing (ACT) or College Entrance Examination Board (CEEB).

Many interviewed stated that the student body attending a new senior institution will not have the same characteristics as a student body which begins in the freshman year at traditional institutions. Several indicated that a new senior institution should start immediately to collect data so that it could accurately identify the characteristics of its student body. Both junior colleges and new senior institutions in Florida have been slow to develop research studies in curriculum, transfer policies, and success of transfer students. Many indicated that more attention should have been given to this type of research in the beginning of each institution. University of Florida, through the "Walker" study, is attempting to identify the academic performance of native and transfer students. It should be noted that this study pertains only to the students attending this university.

There was no opportunity to pursue these research activities with the Florida Association of Junior Colleges; however it was noted that the organization had no paid professional staff, did not engage in formal research, and meets only on an annual basis. The Illinois Association of Community and Junior Colleges, a relatively new organization with a small paid professional staff, as of this date, has not addressed itself to a research function. This point should be kept in mind as the office of the Illinois Junior College Board more clearly defines the responsibilities of its staff and more specifically identifies the role of the board's activities in research.

Articulation

In disucssing the articulation of lower division courses to upper division courses, several cirtical subject areas were discussed. All junior colleges on whose campuses interviews were held indicated that they had ceased to offer the second year of accounting because of transfer problems. One junior college dean

of instruction said that junior colleges cannot expect to dictate to the universities because they certainly don't expect to let high schools dictate to them. He said that there were no serious articulation problems, only a few troublesome spots, and that good articulation places higher responsibility on junior college guidance practices.

The junior colleges in Florida have been very cooperative in not attempting to offer courses that are classified as upper division in senior institutions. Several isolated problems and articulation opinions were identified. Junior colleges express concern at instances when universities, without prior notice, change the lower division course to an upper division course and by that act without proper communication, created an articulation problem.

One of the problems in Illinois has been identifying courses that are lower or upper division. There is not agreement by the same departments among senior colleges. One of the most important aspects of current articulation conferences in Illinois has been in getting senior institutions to arrive at a meeting of minds. As long as there are varied practices between senior institutions in identifying upper and lower division courses, no clear-cut guidelines can be given to the junior colleges.

In discussing articulation problems, it was noted that articulation planning should make sure individual problems, institutional problems, and statewide problems are clearly identified. When an individual changes his program or major, this creates a problem. However, since it is an individual problem, it can only be solved on an individual basis. All expressed the attitude that statewide coordinating agencies should only be concerned with statewide articulation problems and should not attempt to address themselves to either institutional or individual articulation problems. It was noted that many junior college personnel have a tendency to believe that individual problems encountered by their students are also statewide problems encountered by everyone. This is not necessarily true.

New Senior Institutions

Junior college students appear to like new senior colleges for several major reasons:

(1) New senior colleges want and need students.

(2) There are no native students with whom the transfer student must compete.

(3) The class sizes at the new senior institutions are about the same as those experienced in junior colleges.

Many stated that one of the biggest factors affecting new senior institution enrollment was due to the fact that junior college personnel were not fully informed about new senior institutions and did not pass this information on to the junior college students as well as they could. It appeared that the junior college students seemed to like a small school but the new senior institutions needed statewide associations with all junior colleges.

An effort was made to determine if any distinction existed in articulation policies in the admission of students to new senior institutions as compared to admitting students to existing universities. There appeared to be no formal differences; however there were differences between individual institutions and individual departments within institutions.

In the State of Florida senior institutions appear to place more emphasis on the junior college transfer student holding the associate degree than do institutions of higher education in Illinois. It is the observation of this writer that one of the great selling jobs needed in Illinois will be dignifying and placing value upon the associate degree. For junior colleges to assume their place among institutions of higher education, other institutions of higher education must value the junior college institutional checkpoint, i.e., the conferring of its associate degree. Unless value is placed upon the conferring of the associate degree, all that will be recognized at the junior college will be the professional checkpoint or the passing of the course. Until the associate degree takes on more meaning in Illinois, transfer students will always be plagued by senior institutions just accepting courses. The University of Illinois is now developing new admission policies in this area.

Institutional Problems

Several reported that the retention policies of new senior universities were not as harsh as those of existing institutions. There were instances reported when universities took traditional lower division courses and gave these courses an upper division number so that it would not be necessary for a student to return to the junior colleges to complete this work. It appeared that these instances were determined by a department and did not represent a university policy.

In discussing articulation, there was a consistent observation that articulation and the recruitment of students was very closely related. Many stated that it was their belief that it would be necessary for a state agency to become involved in articulation if there was to be true statewide articulation between upper and lower division study.

This writer was pleased to learn that Florida junior colleges have had full freedom to develop the general education requirements for the associate degree within the general education compact previously mentioned. It is also important to note that many universities did not give individual departments the privilege of accepting or rejecting a junior college course if the student held the associate degree. However, all institutions evaluated the transcript of transfer students course by course if the student did not hold the associate degree. There were reported instances when departments within universities "strayed from the compact" but these were incidental.

Public universities in Illinois are to be complimented for having given immediate attention to the new junior colleges that developed. Most of the Illinois institutions appointed an individual to be in charge of relations with junior colleges. This person was usually at a responsible level of administration. Institutions of Florida did not respond as rapidly. In fact, University

of Florida only last year appointed an individual to this position. All interviewed said that this hesitation on the part of Florida senior institutions to appoint an individual to work directly with junior colleges had been a weakness. Had this been done at the beginning many articulation problems would not have developed and transition policies would have been more easily solved. It should be noted that the new senior institution, Florida Atlantic University, did not identify such a person in its beginning years. Florida State University has now developed a division of transfer students. This should be of interest to several Illinois institutions of higher education.

Master Plan-Phase II published by the Illinois Board of Higher Education in December, 1966, recommended that lower division enrollments in presently established public senior institutions be stabilized. It said:

> In 1970-71, the lower-division enrollments of the presently established public senior institutions be stabilized so that thereafter no permanent additional enrollments (beyond the full-time-equivalent number enrolled in the Fall term of 1970) be permitted in the lower-divisions of these institutions, except that this policy be effective for Chicago Circle Campus, Edwardsville Campus and Illinois Teachers College-North and South at a later date to be determined by the Board of Higher Education.

A similar action was taken by the Board of Regents in Florida in 1956 when a limitation on freshman enrollment was imposed upon existing universities. This action, similar to Illinois, was followed by the establishment of senior institutions which do not admit freshman or sophomore students.

Admission Policies

Current publications of Florida Atlantic University indicate the method by which the institution works very closely with junior colleges. For example, in a 1969-71 "You and FAU" bulletin, it states under admission requirements:

> Admission is limited to applicants who have completed a minimum of 60 semester hours in academic subjects at an approved college or university with an overall grade point average of 2.0 (C) or better in all work attempted.
>
> A general education program must have been satisfactorily completed before an applicant qualifies for admission. A minimum acceptable general education program consists of 36 semester (54 quarter) hours including the following specific requirements: six semester (9 quarter) hours each in the areas of social science, natural science, English composition, and humanities plus three semester (4 quarter) hours of mathematics (preferably college algebra or above) and nine semester (14 quarter) hours of electives from the above areas.
>
> All graduates of Florida public junior colleges who have received the associate of arts degree and have a cumulative average of 2.0 (C) or better in all work attempted will be qualified for admission.

The reader would call attention to the last paragraph in which the associate degree is given recognition so that the student holding such a degree has met all admission requirements. It should be further noted that the student who has completed 60 hours but who does not hold an associate degree is then required to have a specific general education program.

Another bulletin published by Florida Atlantic University entitled "The Programs of Study at FAU Leading to the Degree of Bachelor of Arts or Bachelor of Science" say the following in the opening paragraph:

> Florida Atlantic University is the first upper division university to be established in the nation. It offers the junior and senior years of the undergraduate program, and graduate studies in selected areas. FAU thus places its full faith in the Public Junior Colleges of Florida and in the entire junior college movement which provide the freshman and sophomore years of the university program. Florida Atlantic University is committed to developing new patterns of instruction to serve the ever-increasing numbers of college-age youth and to provide them with the tools of learning for a lifetime of self-education.

The Student Handbook published by Florida Atlantic University for the 1969-70 school year states:

> As an upper division and graduate university, Florida Atlantic University has developed a new concept in higher education. It builds upon the outstanding programs of Florida's twenty-nine public junior colleges. Instruction at Florida Atlantic University begins at the third year level of study for the bachelor's degree in Colleges of Business and Public Administration, Education, Humanities, Social Science and Science, and the Department of Ocean Engineering - nucleus of the planned College of Engineering.[1]

The College of Science at Florida Atlantic University in its publication listing admission requirements gives no mention of the associate degree; it only states that the person must have completed the lower division of general education requirements with a grade of 2.0 average with a minimum of 60 semester hours.

The bulletin describing political science at Florida Atlantic University makes no mention of the value of the associate degree or of course work taken at a junior college. The junior college student would get little encouragement by merely reading this brochure.

In the bulletin published by Florida Atlantic University entitled "Campus Map and Information for the Visitor," it opens with a letter from the president. Quoting from that letter . . .

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[1]Student Handbook, 1969-70, Pub., Florida Atlantic University, p. 11.

> We had faith in the junior college program and welcomed the opportunity to devote ourselves entirely to the junior and senior years of the university program and to graduate study in approved areas . . .

This bulletin also reaffirms the institution's policy of:

> All graduates of Florida public junior colleges who have received the associate of arts degree and have a cumulative average of 2.0 (C) or better in all work attempted will be qualified for admission.

Florida Atlantic University states that the various colleges within the university have high degree of independence and flexibility. This writer did not have the opportunity to determine existing variations between admission requirements of the university as compared to admission and graduation requirements of colleges within the university.

The College of Business Administration at Florida Atlantic University publishes a bulletin directed to junior college students. It is entitled "Be Sure You Are Taking The Courses You Need."

Recommendations

After interviewing many Florida educational leaders associated with the junior college movement and discussing developments and curricula solutions during the past thirteen years, several suggestions for Illinois became apparent. These are identified in the form of recommendations which are listed again as a summary to this study. The page number placed in brackets indicates where that recommendation can be found together with the supporting data and/or rationale.

RECOMMENDATION NO. 1: It is recommended that the Illinois Junior College Board, either at its annual spring conference or at a specially designed workshop, sponsor a program to provide exchange of thought between all junior college leaders and to emphasize the importance of general education requirements for associate degrees if such a compact is to be developed and implemented between all institutions. (Page 9)

RECOMMENDATION NO. 2: It is recommended that a conference be held with the staff of the Illinois Board of Higher Education to discuss this compact, the role of the office of the Illinois Junior College Board and the Illinois Board of Higher Education in further developments. (Page 11)

RECOMMENDATION NO. 3: It is recommended that the Illinois Junior College Board address itself to a policy of advanced placement in the public junior colleges. It is also recommended that a conference or task force of some type be developed to make recommendations. (Page 17)

RECOMMENDATION NO. 4: It is recommended that this be communicated to the office of the Illinois Board of Higher Education because a uniform policy should be in existence at all institutions of higher education if advanced placement at one college is to be recognized by another. (Page 17)

RECOMMENDATION NO. 5: It is recommended that this type of compact and problems related to it be communicated to the staff of the Illinois Board of Higher Education because, since it is the coordinating agency for all institutions of higher education, leadership should come from this office. The office of the Illinois Junior College Board would continue studies for junior colleges and senior institutions and contribute in any way possible. (Page 20)

RECOMMENDATION NO. 6: It is recommended that the staff of the Illinois Junior College Board discuss with the staff of the Illinois Board of Higher Education the desirability of changing the emphasis in transfer policy from a given number of semester hours to an emphasis on the associate degree itself. (Page 30)

RECOMMENDATION NO. 7: It is recommended that the office of the Illinois Junior College Board define its ultimate total role in research, the relation of that research to junior colleges and other agencies, and how this would be reflected in budget and staff. This is not an original recommendation as it has been discussed previously in the office of the Illinois Junior College Board, but its importance is amplified by this study. (Page 32)

RECOMMENDATION NO. 8: It is recommended that the office of the Illinois Junior College Board in connection with Illinois junior colleges conduct a seminar to develop guidelines to identify a total research program for a junior college. (Page 32)

RECOMMENDATION NO. 9: It is recommended that the Illinois Junior College Board in cooperation with other state agencies and junior colleges sponsor an articulation conference on the transferability of technical courses and programs. It would be understood that any such conference would be supported by the philosophy that technologies are designed for employment and that this conference would in no way serve to entice students or institutions to have these programs vary from their original objectives. (Page 36)

RECOMMENDATION NO. 10: It is recommended that the office of the Illinois Junior College Board during the coming years give major effort in developing articulation conferences in all subject areas, refine the proceedings of those conferences, and publish a bulletin for each subject field. It is further proposed that professional organizations, divisions of Illinois Association of Community and Junior Colleges, and other state agencies be incorporated in these meetings and that the office of the Illinois Junior College Board serve primarily as a planning agency, participating agency, and perform the role of both leadership and secretarial services for these meetings. (Page 39)

APPENDICES

APPENDIX I

THE PROFESSIONAL COMMITTEE FOR RELATING PUBLIC SECONDARY AND HIGHER EDUCATION

General Information:

The Committee was created by the State Board of Education upon the recommendations from the Community College Council and the Board of Control (acting on a proposal of the Council for the Study of Higher Education in Florida). Members are appointed by the State Superintendent of Public Instruction as follows:

1. A representative of the State Superintendent (Chairman);
2. Two from the Division of Instructional Services; one from the Division of Teacher Education, Certification, and Accreditation of the State Department of Education;
3. A secondary school principal;
4. Four community junior college presidents and/or chief academic officers;
5. A staff member of the Board of Regents;
6. Six university faculty members to include at least one in general education, one in liberal arts, one in a professional school, and one in teacher education. One of these faculty members shall come from the University of Florida, one from the Florida State University, one from the Florida A & M University, one from the University of South Florida, one from the Florida Atlantic University, and one from the University of West Florida.

Purpose:

The purpose of the Committee is to work for the more effective articulation of publicly supported educational programs (secondary schools through the universities).

The Committee is authorized (1) to identify program areas in which articulation problems arise; (2) to establish task forces to make evaluations in those areas and to make recommendations; and (3) to act upon recommendations of task forces. The Committee also is authorized to seek gifts, grants, and other forms of financial aid to further its work.

APPENDIX II

PROPOSED STATE UNIVERSITY-JUNIOR COLLEGE
ARTICULATION AGREEMENT

April 28, 1970

During the six-year period from 1963 to 1969, the number of community college students transferring to upper division study in the State University System increased from 1,933 to 6,694. In the near future it is likely that more than half the students enrolled in the upper division of the state universities will have a community college origin. This changing student mix at the upper division level of state universities has intensified problems of articulation that remain unsolved.

The Division of Universities and the Division of Community Colleges have jointly adopted this agreement to, (1) recommend specific areas of agreement between community colleges and state universities; (2) to set forth a criteria for the awarding of the Associate in Arts Degree; (3) to define the Associate in Arts Degree as a component of a baccalaureate degree; (4) to provide for a continuous evaluation and review of programs, policies, procedures, and relationships affecting transfer of students, and (5) to recommend such revisions as are needed to promote the success and general well being of the transfer student.

1. The provisions of the general education agreement of 1959 are reaffirmed. This agreement provides that:

   "Each public institution of higher education in Florida, i.e., each State University and each Community Junior College is encouraged to foster and promulgate a program of general education. This basic program for students working toward a baccalaureate degree should involve not less than 36 semester hours of academic credit.

   "The institutions are encouraged to exchange ideas in the development and improvement of programs of general education. The experience already gained in the established State Universities and Community Junior Colleges will be of value. While the institutions are to work cooperatively in the development and improvement of general education programs, each institution has the continuing responsibility for determining the character of its own program.

   "After a public institution of higher learning in Florida has developed and published its program of general education, the integrity of the program will be recognized by the other public institutions in Florida. Once a student has been certified by such an institution as having completed satisfactorily its prescribed general education program, no other public institution of higher learning in Florida to which he may be qualified to

transfer will require any further lower division general education courses in his program."

2. At the core of any agreement between the community colleges and the State University System designed to establish an efficient orderly transfer process for community college students is the mutual acceptance of the nature and purpose of the Associate in Arts Degree. This degree which is the basic transfer degree of Florida junior colleges, and which is the primary basis for admission of transfer students to upper division study in a state university shall be awarded upon:

   A. Completion of a planned program of 60 semester hours (90 quarter hours) of academic work exclusive of occupational courses and basic required physical education courses.

   B. Completion of an approved general education program of not less than 36 semester hours (54 quarter hours)

   C. Achievement of a grade point average of not less than 2.0 in all courses attempted, provided that only the final grade received in courses repeated by the student shall be used in computing this average. The grade of "D" will be accepted for transfer (provided the overall grade average does not drop below the prescribed 2.0 level).

3. The baccalaureate degree in all state universities shall be awarded in recognition of lower division (freshman-sophomore) combined with upper division (junior and senior) work. The general education requirement of the baccalaureate degree shall be the sole responsibility of the institution awarding the Associate in Arts Degree in accordance with the general education agreement of 1959. If, for any reason, a student has not completed an approved general education program in a junior college prior to his transfer to a state university, the general education requirement shall become the responsibility of the university.

4. Lower division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the state university awarding the degree.

5. Each university will respect the integrity of the Associate in Arts Degree, and students receiving such a degree will be admitted to junior standing within the university system. The specific

university that accepts the student will be determined by the preference of the student by the program of major concentration and by space available within the specific institution. If, because of space of fiscal limitation, any state university must select from among the qualified junior college graduates, its criteria for selection shall be reported to the coordinating committee.

6. Other associate degrees and certificates may be awarded by a junior college for programs which have requirements different from the associate in arts, or a primary objective other than transfer. Each state university is encouraged to develop admission policies which will consider all factors indicating the possibility of success in its upper division for transfer students who have not earned the associate in arts degree. Acceptance of course credits for transfers from other degree or certificate programs will be evaluated by the senior level institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student.

7. Each university department shall list the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for all other institutions in the state. No university shall require additional lower division general education courses of the associate in arts degree transfer students for the purposes of satisfying university general education requirements.

8. Each state university shall include in its official catalog of undergraduate courses a section stating that all lower division prerequisite requirements for each upper division specialization or major program. The sections of the catalog may also list additional recommended courses but there shall be no ambiguity between what is required of all students for admission to upper division work and major programs nor in any other stated requirements. The catalog in effect at the time of the student's initial enrollment in a community college shall govern lower division prerequisites.

9. Each institution shall keep a complete academic record for each student. The Coordinating Committee shall develop a standard form for recording the academic performance and credits of students. Each transcript shall include all academic work attempted, all grades awarded, and a statement explaining the grading policy of the institution, and any existing policy of forgiveness of grades.

10. Experimental programs in all institutions are encouraged. Junior colleges and universities wishing to engage in specific experimental programs which vary from the existing transfer policy, shall report such programs to the Coordinating Committee prior to implementation, and shall keep the committee informed of the progress

and outcome of such experimentation. Proposed experimental programs which would have system-wide implication or would affect transfer in more than one institution, must be approved by the Coordinating Committee prior to implementation.

11. A junior college-university coordinating committee will be established to review and evaluate current articulation policies and formulate additional policies as needed. The coordinating committee shall be composed of seven members -- three of whom shall be appointed by the chancellor of the university system, three by the director of the division of community colleges, and one by the commissioner of education.

    This committee shall have a continuous responsibility for junior college-university relationships and shall:

    A. Authorize professional committees or task forces consisting of representatives from both levels of higher education to facilitate articulation in subject areas.

    B. Conduct a continuing review of the provisions of this agreement.

    C. Review individual cases or appeals from students who have encountered difficulties in transferring from a community college to a university. Decisions reached by the coordinating committee will be advisory to the institutions concerned.

    D. Make recommendations for the resolution of individual issues and for policy or procedural changes which would improve junior college-university articulation system-wide.

    E. Establish the priority to be given research conducted cooperatively by the Division of Community Colleges and the Division of Universities in conjunction with individual institutions. Such cooperative research will be encouraged and will be conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. System-wide follow-up studies should be conducted, and results of these studies will be made available to all institutions at both levels for use in evaluating current policies, programs and procedures.

    F. Review and approve experimental programs as provided in item 10 of this agreement.

    G. Develop procedures to improve community college-state university articulation by exploring fully specific issues such as academic record form, general education requirement, unit of credit, course numbering systems, grading systems, calendars and credit by examination.